PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULITY OF LETTERS AND FOREIGN LANGUAGES

DEPARTEMENT OF FOREIGN LANGUAGES

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An Investigation into Extensive reading on EFL students

Vocabulary Acquisition

A Case Study of Third Year LMD Students of English at the University of Biskra

A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master Degree
in English: Sciences of the Language.

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June 2015

Dedication

Firstly, I would give my unforgettable thanks to the most graceful and most compassionate the almightily (Allah), that has provided me with a lot of blessing that can never be counted.

I dedicate this work:

To **My Mother Zohra.**

To my father who has helped me to make my dream a reality. **My father Ammar.**

To all my extended family, particularly **my sisters Linda, Karima, Ibtissem and Hafida** who have supported me, who shared the hard moments with me and encouraged me to go further. My brothers, my big brother **Hassan, Rashid, Raid**, and to little rose **Mahdi** for their encouragement.

My grandmother **Bakhta** for her praises every day and every night.

To all my sweetest first candles that have enlightened my family; **Wiam, Iman, Inasse, Sohaib, Ahmed**, and last not least **Yasser**

Acknowledgements

Abstract

English students aim to acquire vocabulary in English for developing language and proficiency as well. This research investigates extensive reading approach in acquiring vocabulary in English language that students try to achieve. The lack of reading in English language impairs the acquisition of vocabulary knowledge. We hypothesize that if students read extensively they will be able to acquire vocabulary. For that reason, the objective of delivering this study is to make an investigation into extensive reading in acquiring foreign language vocabulary. For that, the proper method for the research is the descriptive method through conducting questionnaire as statistical measure of interpreting data. Questionnaire is the tool of this study that will help to elicit students and teachers' thoughts about the two main variables extensive reading and vocabulary acquisition. As any, this study has its limitations in conducting this research to interpret data.

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General introduction

The matter of acquiring vocabulary occupied students' attentions for a long time. In order to overcome the current obstacle students are always searching for effective techniques and approaches. As a result, reading is always the advice teachers' and researchers suggest and support. And these have been discussed in many conducted studies and experimental researches in global area. The greatest benefit students may possess is vocabulary stock and knowledge that results through reading extensively varied and interesting materials in comfortable area either at homes or in libraries. Despite all the global researches that demonstrate the effectiveness of extensive reading it still there is an ignorance of implementing extensive reading in Algerian universities for EFL students.

1. Statement of the problem

One of the biggest challenges students' faces is the matter of vocabulary acquisition; this appears through using the inappropriate vocabulary in inappropriate context. Moreover, students face serious problems to retrieve the vocabulary that have been acquired. For that reason, the need for making a progress and improvement in vocabulary encourages students to think of how to acquire vocabulary as much as possible, and this accentuate in many researches that state extensive reading as one of the most important approaches to achieve students' goals.

In addition, researchers notice that students are supposed to concentrate more on acquiring vocabulary for conveying messages and speak fluently instead of grammar. In fact, grammar comes second in the order of priorities, because researchers think that grammar alone is insufficient to learn any language. For that reason, the focus keeps always on the acquisition of vocabulary through extensive reading.

Despite the numerous studies on the role of extensive reading in foreign language, extensive reading receives no attention in Algerian universities. In the present study we discuss the use of extensive reading program by EFL university students and its effects on vocabulary acquisition .In this respect, it attempts to investigate students' attitudes either positively or negatively towards implementing extensive reading program.

The obtained results will be helpful to encourage students to read extensively. It is taken for granted that students who read adequate amounts of materials are absolutely good readers that successfully acquire the correct vocabulary knowledge. In contrary, weak or poorer readers are those who limit themselves with specific amounts of materials with short texts in classrooms setting or when they are obliged to. Consequently, weak readers will not yielded the literacy level to get sufficient vocabulary size and grammar knowledge. For that reason, we devote this study to describe the importance of extensive reading to grasp Algerian universities and authorities attentions to implement extensive reading program in schools in general and in Algerian universities in particular.

2. Significance of the study

The issue of vocabulary remains for a long time under discussion. This study is an investigation into extensive reading on students' vocabulary acquisition. It is an attempt to motivate students to read extensively to enrich vocabulary. As well as, to enhance the level of awareness among EFL students to focus on vocabulary more than grammar since vocabulary is the key to communicate, understand, and to be understood by others as it is the essence, and the core of any language .In this sense, extensive reading is an approach to master the skills of speaking, writing, reading and listening to promote' students achievement.

In fact, Extensive reading plays a vital role in acquiring any language. Language educators assert that extensive reading helps students to develop their acquisition of vocabulary; it is more needed than the acquisition of phonology and syntax. Study after the other shows that vocabulary is very essential in expressing and naming objects surrounded more than grammar. For that reason, there is a great shift from the importance given to grammar into vocabulary since vocabulary is a starting step to acquire any language .The acquisition of vocabulary based on extensive reading because the more one reads, the larger his language will enrich.

3. Aim of the study

This study aims to determine the relation between extensive reading and foreign language vocabulary acquisition, and also aims to examine the significance of extensive reading in English language. However, this is based on the idea that students acquire vocabulary in comfortable area through reading great amounts of books and other reading materials extensively. This relation appears how extensive reading can provide students with different vocabularies to master the language. Vocabulary is crucial in language acquisition. Furthermore, investigating the effective techniques and strategies students use in order to develop vocabulary. And exploring how students of English language in the department of English at Mohamed Kheider university of Biskra acquire vocabulary, and whether they know about the obtained benefits of extensive reading.

4. Research questions

Acquiring vocabulary is one of the fundamental conditions to know language including English language, because students of English always face serious problem with vocabulary. The questions are addressed in this research as following;

Q1-To what extent can extensive reading help in enhancing Third year EFL students' vocabulary acquisition?

5. Hypothesis

Extensive reading gives students a lot of opportunities to gain vocabulary knowledge to develop language and proficiency. We hypothesize that:

-If Third year EFL students read extensively, they can develop their vocabulary acquisition.

6. Research Methodology

6.1 Method of investigation

This study is mainly relies on the descriptive method as an assistance to analyze and interpret the relation between extensive reading and vocabulary acquisition among EFL students.

In this respect, the descriptive method will be the proper research method for the present study to measure the degree of the influence of reading extensively on students' vocabulary acquisition. It will be done through designing questionnaire delivered to both teachers and students of English language to obtain their different perspectives about the present research problem, and if, according to them extensive reading benefits and expanding one's vocabulary knowledge.

6.2 Research tool

In order to obtain and achieve the needed objectives that we discuss before, we rely on one effective tool that fits the two main variables of this study.

6.2.1 Questionnaire

Questionnaire considered one of the most effective and useful tools in analyzing and gathering the essential data through setting written questions administered to teachers and students' at Mohamed Kheider university of Biskra at English department to obtain their opinions about the provided topic.

6.3 Population and sampling

6.3.1 Population

This study aims to investigate the area of extensive reading and vocabulary acquisition that involves both EFL teachers and students to be the selected population of the study.

6.3.2 Sample

6.3.2.1Teachers'sampling

Teachers of English are concerned with this present investigation to clearly state their insights into extensive reading and vocabulary acquisition. The goal of selecting teachers is for having credible description of extensive reading and vocabulary acquisition according to their teaching carriers.

6.3.2.2 Students' sampling

Third year students are the concerned population of this study during the academic year 2015-2016.The size of the present sample is about forty (40) students who studies English for three years.

7. Structure of the study

This present work is divided into two main parts: the first part deals with the theoretical part of the research subject whereas the last part indicates the fieldwork. The theoretical part consists of two main chapters:

Chapter one studies the first variable, is the scope of extensive reading starting by defining extensive reading with its important and the various views on its implementation in EFL classes. Whereas, chapter two sheds on vocabulary acquisition in EFL classes and the techniques that students use and rely in order to enrich vocabulary through extensive reading. In addition, the last chapter deals with data analysis. It provides a detailed analysis of both teachers and learners questionnaires. It will help us to see whether the results interpret the hypothesis of this study.

8. Limitations of the study

As any, the present study faced obstacles and barriers to be accomplished and realized. The difficulties were gradually arising and appearing during the research process. These obstacles can be summarized as following:

The first limitation was the lack of primary sources about research topic at the level of university, and that prevented the researcher widen the area of research. For that reason, the only way to cover this need is relying more on secondary and electronic sources.

Next limitation was related with the conditions of delivering questionnaire to teachers who some of them prevented and refused to answer and collaborate.

Chapter 01

Extensive Reading in English as Foreign Language

Introduction

Because of the greatest attention researchers and scholars give to extensive reading we attempt in this chapter to make a review on the effectiveness of extensive reading to increase students' level of awareness about its importance. The chapter gives a small overview on extensive reading. The greatest attention is given to the conducted researches that cover the most used material which is graded readers, and its benefits. Therefore, presenting the notion of such approach to recognize its first trace, and then moving to know how should be implemented in EFL classrooms. For that reason, we will highlight typically on its characteristics, the advantages that extensive reading brings to EFL students In addition, its importance, and the principles of teaching extensive reading giving small attention to intensive reading in order to know the second approach. Finally, knowing the difference between the two main approaches extensive and intensive reading.

1.1 Definition of extensive reading

According to the literature extensive reading is an approach to teaching languages including foreign language which totally involves students to read an easy ,varied, and interesting materials as :books , graded readers, E-books…etc. Students are engaged in the field of reading large amounts of materials for comprehension of the contexts rather than language itself .Richards & Schmidt (2002: 193–194, as cited in Bamford &Day 2004:01) define extensive reading as:

Extensive reading means reading in quantity and in

order to gain a general understanding of what is

read. It is intended to develop good reading habits,

to build up knowledge of vocabulary and structure,

and to encourage a liking for reading.

The above quotation indicates the obtained benefits extensive reading brings to students' vocabulary of English and this typically can be noticed through reading an adequate number of interesting materials. Moreover, extended studies explain extensive reading as reading for pleasure in which students enjoy reading on their own choice that takes time. Extensive reading refers to never ended reading process of all what is interested and this what Grade & Stoller (2001: 265. as cited in Furuta, 2012) state, so according to both of them extensive reading is "…experience of reading extended texts for extended period of time" this mean read a lot of what is interesting and easy that fulfills students' needs in reading.

Recurrently, extensive reading is one of the most effective approaches and programs that should be implemented in EFL/ESL settings in pleasurable situations. According to Colin Davis (1995:335 as cited in Bamford &Day 2004:01) "Any ESL, EFL, or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils". Moving from Davis view we will totally be able to recognize how extensive reading approach can positively develops students' literacy level and how the absence of such approach can decrease students' level.

Another common definition states extensive reading as an approach that typically promotes students 'positive attitudes towards reading in English as foreign language. Most

significantly, extensive reading allows students to be aware about everything related to foreigners to enhance students' motivation to increase background knowledge, and helping them understand the texts more easily and deeply. Grabe and Stoller (2002: 90, as cited in Hedgcock and Ferris 2009:206) state that " Students learn to read by reading a lot, yet reading a lot is not the emphasis of most reading curricula". The purpose of implementing such approach in EFL settings where English is teaching as foreign language is to develop good, fluent, and successful EFL readers.

Extensive reading is the ability that students aim to improve, develop and enhance through reading various materials as much as possible at the level appropriate to them for comprehension rather than language. Therefore, extensive reading involves both scanning and skimming for global understanding (Tamrackitkun, 2010:32).Particularly, because extensive reading involves students to read individually in pleasurable area which takes place out of classrooms settings, extensive reading mainly builds autonomous foreign language readers who guide their reading according to their needs far apart teachers' illustrations.

The importance of extensive reading discusses in several studies which demonstrate its greatest importance which deduce from a lot of studies. Nuttall (1996:128 as cited in Grundy, 2001:01) "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it", and this enables students to recognize the outcomes of implementing and using extensive reading to improve one's knowledge of foreign language.

In the same line, another supporting study defines extensive reading as a means of extending one's knowledge rather than a means pleasure or a source of information instead it deals with comprehension of the material that influences reading speed, reading fluency (Wang & Guthrie, 2004, as cited in Furuta, 2012).Additionally, the key condition of

extensive reading is getting the better comprehension of the reading texts. In other hand, extensive reading is always an approach students typically work hardly to achieve.

In fact, extensive reading mostly relies on meaning and skipping unknown words to develop the ability of using vocabulary correctly. Furthermore, scholars describe extensive reading as the best way of language knowledge, and texts. In its essence, the branch of research argues that extensive reading helps other areas of language development such as reading, writing, speaking, and listening. Nishino (2007, as cited in Hedgcock and Ferris 2009:206) report that the students develop "very positive attitudes toward books as they raise their literacy level in English". Besides, Bell (2001, as cited in Hedgcock and Ferris 2009:206) explains that extensive reading leads to increasing reading rate and general language proficiency. In the same line, proficiency in writing results when students read extensively. According to Soltani (2004:386) "Writing proficiency is also considerably impacted by reading extensively". From this statement we detect how extensive reading widely involves in language.

However, extensive reading is a rapid reading of interesting comprehended texts, according to Palmer extensive reading is" rapidly reading book after book". Consequently, extensive reading becomes one of the fundamental approaches that necessarily should be included in foreign language curriculum. Julian Bamford states that when students chosen their books, it gives them a great responsibility towards language learning by teaching them how to choose materials orderly. This wide variety of foreign language reading materials makes EFL students enjoy their choices and motivated to learn a language. He also writes:

> When reading extensively, students are practicing skills
>
> that underlie all language comprehension and production.
>
> Extensive reading is therefore appropriate and valuable

homework for any and every language class, whether it be

a general class or a specialized one such as grammar,

speaking, writing, vocabulary or academic preparation.

Julian Bamford ensures that extensive reading is an approach is which EFL students practicing the skills of listening, speaking and writing in the same. Comprehension and production of language can be realized through extensive reading by reading and comprehending the content, or when one's understand something he/she can easily memorize what have been read for further use.

1.2 Researches on extensive reading

Gradual studies explains that extensive reading becomes the fundamental approach to teaching or learning foreign language as the study of Hayashi (1991 as cited in Meng, 2009:183) in Japan universities where English is foreign language shows the distinction between students who read a lot of different and interesting English books and those who read less and limited their reading on specific quantity of books. The improvement of the former involves the level of vocabulary knowledge and reading abilities enhances more than the latter.

Another studies of McQuillan (1994 as cited in Meng, 2009:183) states extensive reading not only as means of enjoyment , and pleasure but it is more beneficial for the area of vocabulary acquisition than grammar instruction. This conducted study agrees upon the benefits reading extensively brings to vocabulary. Reading refers to direct eye contact with print language to acquire sufficient vocabulary knowledge (Stanovich 2002 as cited in Meng, 2009:183).

1.3 Definition of graded readers

Graded readers refer to selected books written specifically for foreign readers (Non-native speakers) characterizes by the simplicity of language structures and sentences use. David Hill (2008:185) describes graded readers as "books written for learners of English using limited lexis and syntax". Therefore, the term graded readers refers to series of written books that are directly addresses for EFL students who study English as foreign language. Graded readers are simplified books which are adopted from original one that are specially addresses for native speakers. The term "graded" refers to organization and gradual series of written books from one level to another. Graded readers are fiction or non –fiction books that are taken the form of the original (Meng, 2009:183).

1.3.1 Benefits of using graded readers

As it is mentioned above about graded readers we totally able to maintain its benefits since it deals with providing easy materials that students can easily read without challenges and no complexity yielded to enhance the level of language proficiency, also graded readers develops reading speed, comprehension and fluency. Additionally, through graded readers students will pay attention to the printed word until understanding the whole texts and passage. (Nation and Wang, 1999, as cited in Nation, 2009: 51) suggests "learners need to read many books in order to gain control of the high frequency words of English, preferably at the rate of a graded reader every one or two weeks".

1.4 The notion of extensive reading

Extensive reading foundation is the upshot of the two prospectors Harold Palmer in Britain and Michael West in India (1968, as cited in Powell, 2005). Both of them demonstrate the need of practicing such approach to foreign language teaching in general, and to the teaching of foreign language reading in particular, and the necessity of including

it in foreign language programs. Harold Palmer and Michael West study encourages foreign language researchers to strongly support the effectiveness and demonstrate the power of extensive reading.

Extensive reading is more pleasurable and beneficial in language acquisition than grammar. Powell (2005, as cited in Nation, 2001:28) believes that "there is enough evidence to suggest that an extensive reading program would be valuable complement to existing methodologies". He totally asserts on the necessity of proving students with reliable materials to able them to read extensively. Then, Bright and McGregor (1977, as cited in Nation: 2001, ibid) defined extensive reading as reading a quantity of SL/FL materials over a certain length of time". Extensive reading characterizes by time consuming in acquiring vocabulary knowledge.

Gradually students become aware that reading allows them to learn, and understand the foreign language to increase oral fluency. Students who read a lot develop their positive attitudes toward reading, and increase the level of curiosity to learn the language. Another common definition describes extensive reading as reading different materials individually. According to Alshamrani (2003:22-23 as cited in Al-hammad, 2009: 28) extensive reading is "individual and silent independent reading of self-selected materials" according to both the interest and level of a language learner. In extensive reading there is a total absence of tests and evaluation because students focus is on vocabulary instead of grammar or language structure. To conclude, extensive reading is not an evaluative process of students' performances and achievements, instead it is a process of obtaining information in pleasurable area and achieving a general understanding of content rather than concentrating on surface details. In order to specify the effectiveness of extensive reading Al-hammad (2009: 28) state that:

• Extensive reading usually means reading a lot of self-selected easy, interesting texts, and doing few or no exercises afterwards.

• Extensive reading is a means of teaching a foreign language in general and reading in particular .In everyday life, to read extensively means to read widely and in quantity.

The significance of implementing extensive reading in EFL classes occurs when EFL teachers discover that intensive reading alone is insufficient to produce good and fluent readers. According to Nation (2009: 50)

> Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.

It is well known that extensive reading is a direct eye- contact with printed language that provides students with sufficient comprehension of what they deal with in reading. Students should only read what interest them and fulfill their interests looking for meaning rather than language.

1.5 The application of extensive reading in EFL classrooms

In the necessity of implementing extensive reading in formal EFL settings is a need to achieve gradual proficiency in language. This devotes several researches to appeal on the necessity of extensive reading in education field. Bell (2001 as cited in MacLeod, 2010: 05) states that extensive reading have to be officially applied in English as foreign language to promote EFL students reading habits.

1.5.1 Teachers' role

Teachers in EFL classrooms know that students deal with books on their own choices on the proper level in order to avoid their illustrations. In an attempt to summarize Teachers' role we find that their role is circling around observing the process of reading from time to time and advising if necessary. Teachers may give a help to those who are unable to select what is appropriate according to their main objectives, and specific goals. Teachers may explain to those who find difficulties which may interrupt and prevent the process of extensive reading. In this sense, teachers must give explanation for better understanding. As they should always keep encouraging their students to choose for themselves what they supposed to read for enjoyment and pleasure for language improvement (Brown, 1989, as cited in MacLeod, 2010:04).

1.5.2 Students' role

When we talk about extensive reading we totally talk about choices, freedom, selection, collection, and responsibly of reading that EFL students have apart from pressure, and dictionaries' assistance. Extensive reading refers to the selection of suitable books at the appropriate level to be more fluency and spontaneously in reading for curiosity (Brown, 1998, as cited in MacLeod, 2010: 04).

1.5.3 Extensive reading materials

An understandable reading material is one of the fundamental conditions to apply successful extensive reading programmes in EFL classrooms. Students should read materials at their proper level in which they can understand; it gives them the chances to read on their own choices (Harmer, 2000:210). Day and Bamford (1998:01 as cited in Harmer 2000:210) demonstrates that extensive reading programs relies on written materials that indicates graded readers books characterizes by simplicity and easiness to develop frequently in order to promote confidence.

1.6 Advantages of extensive reading in foreign language

Extensive reading is a task that students try to do; they realize that extensive reading can easily enhance their level of confidence that reflects their achievement in classrooms. Taking the responsibility towards reading gives great opportunities to produce independent readers that completely rely on themselves not on others. Moving among texts contains different topics and contexts that develop background knowledge. In fact, extensive reading primary objective is acquiring vocabulary but at the same time students also may acquire grammar but not the same as vocabulary.

1.7 Major challenges in extensive reading

Validity makes extensive reading a hard task that needs a long time because it deals with large quantities of reading materials with different topics and texts types. The emphasize is always comprehension rather than language itself.Variety brings difficulties and complexity to those who are not able to choose the valuable materials according to their objectives and purposes. Students whenever they have difficulties with reading materials they have the rights to change and replace the difficult material by the easy one.

In addition, the fundamental challenge that students face is avoiding dictionaries since their ultimate goal is enrich and acquire vocabulary rather than grammar or language structure. Searching for words meaning, definition interrupts the process of extensive reading that always insists on avoiding such tool that takes a while, a pause which is unmotivated factor rather than motivated one. Essentially, students recognize that extensive reading is complementary to language proficiency; the more ones read the more his language skills and level enhances. The ultimate idea of reading different materials does not comprise the authentic materials that are written especially for native speakers but for the non-native readers who use English as second or foreign language.

1.8 Characteristics of extensive reading in foreign language

Extensive reading is always the fundamental condition to acquire vocabulary and enhance the area of language development. Day and Bamford (1998, as cited in Nation, 2009: 50) "characterise extensive reading as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed". Bamford and Richard (2004:02) demonstrate that extensive reading characterizes by:

1. The reading material is easy: Students face a serious problem when they read materials that contain unfamiliar items, and unknown words. This may slow and prevent their success to read extensively. In fact, students should not read books that bring difficulties to them. Students would not succeed in reading extensively if they have to struggle with difficult material.

2. A variety of reading material on a wide range of topics is available: Using variation in reading in the species of knowledge for that reason it should be there is a library with available materials for students to choose freely. Students read in pleasurable environment on their own choice according to their interests for entertainment, information. This contains graded readers, magazines written for language students with different levels and ages. Williams (1986: 42, as cited in Tamrackitkun, 2010: 33) states "Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarians…"

3. Learners choose what they want to read: Select what to read is always students' responsibility and selection; is always the key to extensive reading. This is a move from the traditional teaching situation where teachers guide the process of into the modern situation where students have the chances to read what they select. Own selection and choices will be always the encourage factor that motivate students to keep always reading extensively and severance reading difficult and less interesting materials.

4. Learners read as much as possible: the benefits of extensive reading are typically the outcomes of reading quantity of materials. Extensive reading first step starts with one book per a week that consequently leads to quantities.

5. Reading speed is usually faster rather than slower: fluent reading results from reading an easiest understandable material that encourage students to keep reading, continuity in reading is needed. They are totally advised against using dictionaries that directly affects negatively the process of reading and interrupt their fluency in reading. Speed is needed and it is the key of reading extensively, for that students from time to time ignore the unfamiliar words since the goal of extensive reading is enjoyment and comprehension not looking for every such detail while reading.

6. The purpose of reading is usually related to pleasure, Information, and general understanding: It is known that the global aim of extensive reading is reading for pleasure and comprehension that are closely interrelated to each other and which are apart from academic purposes. Richard and Day (2004:01) explain that extensive reading' aim growth in the area of pleasure, enjoyment, and comprehension rather that detailed under specific academic purposes.

7. Reading is an individual and silent: As it is known extensive reading' goal is entertainment so students read on their own space and choices. In other words, extensive reading takes place out of classrooms settings where students take a time to read individually as do activities or home works out of classrooms. This provides them with total freedom to select the appropriate place and time. Bamford and Day (2004:3) state "…there are silent reading periods when students read their self-selected books in classroom. Most extensive reading, however, is homework. It done out of the classroom in the student's own time when and where the student chooses".

8. Reading is its own rewards: students are less experienced on reading for comprehension. For that, teachers my follow students' reading through setting some gradual activities to know their comprehension through answering those activities' questions as well as students show their comprehension and to what extent they may understand. The aim from setting such activities is to encourage students to understand what they are reading not only reading for the task of reading. Hitosugi and Day (2004, as cited in Tamrackitkun, 2010: 35) state that giving activities is for:

1. To discover what the student understood and experienced from reading;

2. To keep track of what students read;

3. To monitor the students' attitude toward reading; and

4. To link reading with other aspect of the curriculum

9. The teacher orients and guides the students: In extensive reading teachers' role appears through setting some facts about extensive reading, and its benefits. Teachers should explain the procedure, why it is applied, how to use it, and guide them to benefit from reading.

10. The teacher is a role model of a reader: In order to encourage students to read; teachers may read some of the same materials students read. Then, opening the discussion, talk about the material gives students the desire to read varied materials. Consequently, the teacher will be the model that students follow in their reading and unconsciously will have the desire to read (Bamford and Day 2004: 35).

1.9 Extensive reading studies in foreign /second language

Self- selection is unique to extensive reading approach and the key to read extensively that through it students gain a lot of chances to read on their own choices and space. In extensive reading the fundamental condition to success in extensive reading is to read from the collection of graded readers which characterizes by simplicity in both terms of

vocabulary and grammar (Bamford, 1984:218, as cited in Tamrackitkun, 2010: 38). Several experimental researchers conduct the benefits of extensive reading that can be the both cognitive and affects gains. Tamrackitkun (2010: 38) states these gains in different language aspects such as

1. In *reading ability.*

2. In *reading fluency.*

3. In *grammar.*

4. In *vocabulary.*

5. In *writing.*

6. In *spelling*.

7. In *oral proficiency*.

8. In *listening*.

9. In *motivation and attitudes*.

The important characteristics of extensive reading program are exceedingly common and uncompleted. Day & Bamford (1998, as cited in Sheu ,2004:215) describes the characteristics as the need to:

1. To access a variety of interesting materials;

2. To read a large quantity of printed materials;

3. To have freedom to choose or change books;

4. To read at one's own pace for pleasure or information;

5. To create a tension-free and enjoyable environment;

 6. To give opportunity to experience real-life reading;

1.10 Extensive reading Vs intensive reading

The distinction between the two main approaches is stated clearly. Extensive reading means reading long written materials for getting global understanding of the texts.

Moreover, students use such technique to promote vocabulary acquisition' stock. Students get chances to read in relaxed way for entertainment. Nuttal (1984:86, as cited in Tamrackitkun, 2010: 31) state "the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it". In this respect, in extensive reading students have the space to deal with different materials that needs to be selective with the aim of building reading fluency.

Moreover, EFL students are given the opportunities to be free, encouraged to learn to read. Extensive reading in most situations brings pleasure, encourages students to take the responsibility of their own choice, it represents improving and developing reading fluency and reading skills. Researchers support this view and motivate students to read in a foreign language to renewed vocabulary. Extensive reading characterizes by silence and choice that students make rather than public or lower reading. The fact extensive reading takes place when students read materials above their current level. In extensive reading there is a great neglecting of the role of dictionaries.

In contrary, intensive reading is careful reading that pays a great attention to each single detail while reading. The goal of intensive reading is looking for the language itself, the structure, and grammatical structure in the texts. In fact, intensive reading' materials are shorter and limited that consequently reduce the practice of reading that makes students enable to promote' vocabulary stock, because they are searching for language rather than texts comprehension. Since the goal of intensive reading relates to language itself this makes the process of reading more concentrated and less relaxed and focused.

The chances that students have in intensive reading is judgments and criticisms, this give them the opportunity to give comments and interpretations about the reading texts. Now that, students' judgments and criticism is the symbols of reading between lines of the hidden meanings. In intensive reading students rely on the use of dictionaries.

Despite all the odds and differences but it stills the relation of the both approaches interrelated and complementary. No one can deny the benefits of the both on students' language level as there is no doubt on the effectiveness of the both extensive and intensive reading. Paran(2003, and Hill,1997, as cited in Sheu,2004:23) intensive Reading introduces new language items to the students, while Extensive Reading helps the students practice and get a deeper knowledge of them. The former can be compared with doing driving lessons at a school, the latter with actually driving on the road. Both are necessary. According to Ferbawant (2012) "intensive reading calls attention to the details of a text such as grammatical forms, literal meaning and vocabulary" .This clearly states that intensive reading gives priority to grammatical forms and literal meaning whereas vocabulary comes third. The following table summarizes the basic principles of extensive / intensive reading distinction:

intensive reading	The common principles	Extensive reading
Analysis of the language	Linguistic focus	Fluency, skill forming
Usually difficult	Difficulty	Very easy
Little	Amount	A book a week
Teacher selects	Selection	Learner selects
All learners read the same materials	What material	All students read different materials (something interesting to them)
In class	Where	Mostly at home
Checked by specific questions	Comprehension	Checked by reports/ summaries

Table1.1: The basic principles of extensive / intensive reading distinction (Adopted from Welsh qtd, as cited in Kredàtusorà: 13)

As it is observed extensive reading and intensive reading distinction is known agreeable and the analysis of the table below contains some different point. Starting with the common and the known goal we will find the former looking for fluency whereas the latter looks for language analysis. Next, it is clearly known if the goal is different this leads to the difference in setting the purpose that is for extensive reading is for information whereas intensive is looking for answer to some given questions. For that reason students ability to read easy books exist always because they are not following list of questions or they are looking for answers they just looking for information. Intensive reading dealing with books that are difficult they keep reading them for that their reading is slower, and less relaxed.

The former difference is typically makes the area of reading materials for extensive reading large whereas intensive reading little. The former, gives students chances to select whereas in the latter they should read from their teachers' selective collection. From this step students in extensive reading read individually and different books according to its one needs and interest whereas in intensive they are obliged to read the same material. Because extensive reading is reading in extensive area students will find no suitable place except the home to be relaxed and comfortable instead of classrooms where intensive reading takes place. Finally, students after finishing reading they may follow it with making summary of the texts of report about the main ideas and the general idea against questions answers in intensive reading which followed with activities and questions needs answers.The following table also provides other common differences that distinguish between extensive and intensive reading contains almost some of the previous differences

that are mentioned above with some other version and focused points that comes from different angles.

Types of reading	Intensive reading	Extensive reading
Class goal	Read accurately	Read fluently
Reading purpose	Answer questions	Get information
	Study	Enjoy
Focus	Words	Meaning
	Pronunciation	
Material	Teachers chooses	Students chooses
	Often difficult	Easy
Amount	Not much	A lot
Speed	Slower	Faster
Method	Much finish	Stop if you do not like it
	Use dictionary	No dictionary

Table1.2: The basic differences between extensive and intensive reading (Day and Bamford, 1998, as cited in Ewert, 2014: 04)

This table is complementary to what is mentioned about. The points that are not yet discussed above are the purpose besides to extensive reading aim information and questions' answers the former brings enjoyment, the latter is academic. Its focus is as it is ordered looking for meaning, in contrary, looking for words, and paying attention to pronunciation. The methodology that is used for the both is: in extensive reading the

possibility of changing the books that brings difficulties exists whereas in intensive there are no choices to change or even replace. The former prevent dictionaries the latter use it.

1.11 Benefits of using extensive reading in foreign language

The benefits of extensive reading are observed when students read to develop proficiency. Several studies claim that if students know more words in any language can quickly and easily improve their level of comprehension. This means they can read everything and know almost everything. Lack of words leads students to face difficulties in reading, and that pushes them to rely on dictionaries for better comprehension. Extensive reading helps students in selecting the appropriate books of their own choice according to their interests and needs. Self-selection produces more confident English readers.

In contrast unsuitable and inappropriate books produce poorer readers that are unmotivated to read in English. (Grabe and Stoller, 2002: 259, cited in Schmitt 2006,p,02) explains that extensive reading exposes students to "large quantities of material within their linguistic competence". We can illustrate that what is chooses well and appropriately bring good readers with high level of proficiency and competence in foreign language. The development Extensive reading develops:

1. *Better readers*: The ability to read whatever the contexts is with enjoyment.

2. *Better writers*: The more you read the more ideas, information you obtain to use in your piece of writing

3. *Improves listening and speaking abilities*: When you read you also develops your speaking and your listening when you receive the others input.

4. *Richer vocabulary*: reading expands your vocabulary knowledge

5. *Increased motivation to read*: Reading enhances students' desires to read since they read on their choice where no pressure is. EFL students choose easiest materials to read

that encourages students to engage in large quantity for getting general meaning, understanding without using dictionaries. In other words, extensive reading enriches EFL students' knowledge of the words they already know the words that will be acquired. Bell (1998 as cited in Wong, 2013:61) the significance of extensive reading is providing comprehensible input, increasing students 'exposure to the language, consolidating previously learned language, and advancing general language competence and vocabulary knowledge". The same support was given by (Nation, 1997 as cited in Wilkinson: 01) the effectiveness of extensive reading overspread among students who really benefit from such approach as following:

1. Extensive input of meaningful print

2. Incidental learning

3. The integration of oral and written activity

4. Focus on meaning rather than form

5. High intrinsic motivation

Moreover, the same view of the obtained befits from implementing extensive reading given by Bell (1998 as cited in Wilkinson, ibid) who clearly states his agreements on the usefulness of extensive reading as following:

1. It can provide comprehensible input

2. It can enhance students-general language competence

3. It increases students' exposure to the language

4. It can increase knowledge of vocabulary

5. It can lead to improvement in writing

6. It can motivate students to read

7. It can consolidate previously learned language

8. It helps to build confidence with extended texts

9. It encourages the exploitation of textual redundancy

10. It facilitates the development of prediction skills

Extensive reading' benefits are always great and never ended Grabe and Stoller (2002: 90, as cited in Hedgcock and Ferris 2009:206) state "Although extensive reading, by itself is not sufficient for the development of fluent reading comprehension abilities, such abilities cannot be developed without extensive reading". Most significantly, achieving reading comprehension is directly linked to extensive reading when EFL students comprehend their previous readings. For that, comprehension achieved and arises through the contact with comprehensible materials. Students comprehension appears through their ability of knowing the text main idea, answering the provided questions, grasp the meaning; have the ability of knowing the encountered words.

1.12 The importance of extensive reading

Educational researchers find that there is a big correlation between reading and students' academic success since reading is strongly an aid to improve students' literacy level as well as their listening, speaking, and writing will be improved. Students who read various materials enrich their vocabulary to communicate easily in a foreign language. Through reading EFL learners will be able to understand simple sentences, piece of writing, grammatical structure, and the sequence of ideas in order to determine the

meaning of the words that is used in context. Reading creates the interaction between students and unfamiliar words, so they can easily deal with all what is new. Good readers are those who have large vocabulary knowledge that they use effectively. There is an absolute truth, that the definite way to acquire vocabularies is through extensive reading because it forbids academic failure.

Recent researches encourage reading in order to acquire vocabulary of a new language to become successful EFL learners. Encouraging learners to read in mother tongue leads them consequently to develop reading in a new foreign language. So, reading is essence of academic achievement. This determines that large vocabulary increases good readers and consequently it leads to academic success. Extensive reading is crucial, good for EFL students because it bring great opportunities to contact various materials of different contexts. In other words, it builds EFL students vocabulary knowledge of English language, the more students read, the more words are learned as well as knowing words make students more predictable to its grammatical use and its usage .Encourage EFL students to read and listen to English language that creates extensive readers and extensive listeners.

In other words, reading has much importance because it uses as a procedure that students choose to feel comfortable while reading .Students are frustrating when they cannot communicate easily and interact with language 'speakers if they ignore its vocabulary. Neglect the importance of vocabulary in any new language students want to learn is a pity since they ignore how working with words is fun and enjoyable. In other words, through extensive reading students are more exposed to others 'writings and perspectives to enhance language knowledge.

Working with words is not an easy task .On contrary, it is a quite challenging because words are complex not as grammar which seems to be finite. It is experience for most educational researchers that the important, the biggest component of any language is vocabulary. No matter how grammar is learned, no matter how successfully grammatical structures are but it is the matter of expression of meaning, of words to communicate in foreign language. Students usually learn to communicate. Extensive reading refers to faster reading of great texts.

Extensive reading helps students to acquire good reading habits, increase one's knowledge of vocabulary. It is purely free rather than direct instruction .Therefore, it is not unique for specific students but it is overspread among students at different ages and aptitudes. A variety of books that cover various topics are provided and students choose titles according to their interests. Students who find a book difficult or not interesting might stop reading and choose another book instead; their reading is based on choice and purpose that are the basic elements of real-life reading.

Extensive reading can be introduced to any kind of EFL class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of foreign language and are literate in it. Nuttall (1996:38-39, as cited in, Iwahori, 2008) suggests "Most of the skills and strategies we want our students to develop are trained by studying short texts in detail. But others must be developed by the use of longer texts, including complete books". Nuttall explained that the two approaches in teaching are important in foreign language that improves students' literacy level.

Moreover, Smith (2000) claims that the significance of extensive reading in EFL classrooms occurs when EFL teachers discover that intensive reading alone in insufficient to produce good, fluent readers (Day & Bamford,1998,as cited in Iwahori ,2008) .There is a great correlation between extensive reading and vocabulary in order to improve EFL

students   language knowledge. Day and Bamford (2004:01) strongly support that including extensive reading in foreign language curriculum enhances EFL students' language development and academic achievement. To achieve this goal students should learn how to read extensively.

1.13 Top ten principles of teaching extensive reading

Teaching extensive reading needs some gradual principles to be successfully implemented for obtaining the needed. According to Prowse (2002) the principles are summaries as following:

1-*Choice*: Students should have the space to read on their own choices at the appropriate level

2-*Ease*: Extensive reading deals with easy, pleasurable materials that benefits students' knowledge. Nation (2001:165) states "a density of one unknown word in fifty is more suitable for pleasurable extensive reading".

3-*Texts to engage with and react to*: Ease of reading makes students more engaged to read and keep turning the pages as a reaction to its easiness and importance.

4-*No comprehension questions*: Teachers should be aware of the fact that extensive reading achieved when students understand and comprehend. But is common that teachers' role is checking students comprehension through activities not examine or text

5-*Individual silent reading*: Since extensive reading takes place at home students gains the space and the time to read silently, and individually.

6-*No dictionaries*: The aim of extensive reading is comprehension of the written materials, and that prevents the use of dictionaries.

7-*Range of genres*: Range of genres that are available to the students demonstrates that the use of materials is unique and personal

8-*Use recordings*: Pronunciation improvement relies on both reading to improve spelling and listening and in increasing reading speed.

9-*No tests*: Extensive reading prevents tests in reading .In extensive reading the test of reading is when a learner starts another book.

10-*Teacher participation*: Teachers may start read the same books students read to be with them in the same level and knowledge about the material to can easily discuss with them and talk about the content.

1.14 Establishing an extensive reading program in EFL classes

Implementing extensive reading approach in EFL classes should be done through gradual organized steps. Nuttall (168 as cited in Kredátusová: 14) states:

> We want our students to be able to read better: fast and with full
>
> understanding. To do this they need to read more. And there
>
> seem to be two ways of getting them to read more: requiring
>
> them to do so and tempting them to do so.

In order to establish an extensive reading in EFL classroom, teachers and students should work hardly because this approach needs preparations, and planes in advance. The role will be divided into:

1. *Teacher's preparation*: when we talk about extensive reading and teachers 'role the first thing comes to our minds is complexity that characterizes extensive reading. Extensive reading cannot be applied randomly, it needs planning and also when we speak about planning we totally know that anything planned needs a time to be prepared. The teacher should be prepared through:

1.The teacher should read a book written by Richard R. Day and Julian Bamford or an Internet page www.extensivereading.net that is titled by "Extensive Reading in the Second Language Classroom ".

2. He /she should make a list of graded readers comprises titles, publishers they should rely on. This can be done by reviewing catalogues of language teaching material or by browsing through them on the Internet.

2.*Curriculum***:** Teachers develop their experience through using graded readers .The program should fit students 'needs and purpose having detailed design that will be presented to his /her authorities.

3. *Funds*: Extensive reading basically depends on libraries that should contains easy, varied and interesting materials before applying extensive reading program.

4. *Choosing books*: Selecting the most interest books .Graded readers requires a close attention .Conley further states that a book of short stories is usually read at more settings what results in fewer pages read at once.

Conclusion

To sum up, extensive reading considered as a powerful approach in teaching foreign language or other new languages. It creates good, fluent, pleasurable, and comfortable EFL students that read on their own choice. The effectiveness of extensive reading appears clearly when EFL students have a sufficient background knowledge that enables them to understand the material whatever the contexts are.

Through extensive reading students are more open to all what happen and happened before through reading various materials, in turn, students will have the ability of reading when they feel relaxation ,and they have total freedom where there is no pressure because if they feel boredom this decrease their achievement and ability of reading. EFL students can be more optimal students that always aim to enhance the language level by reading extensively.

In other words, extensive reading is not an easy task that deals with large amounts of materials but it is the overgeneralization of all what is fundamental and successful to build successful learners and future teachers. Even if there is a distinction between extensive and intensive reading but no one can deny the fact that they are interrelated and complete each other. It is believed that extensive reading is one of the most important approaches in any language. Moreover, enriching vocabulary is needed and essential to afford opportunities for EFL students to acquire English vocabulary. It is known that the

mastery of vocabulary relies mostly on extensive reading.All researches agree with the unlimited and never ended benefits extensive reading achieve.

Chapter 02

Vocabulary Acquisition in Foreign Language

Introduction

The present chapter gives a systematic description of the greatest aspect in language which is vocabulary acquisition through focusing specifically on its main types. The increase of vocabulary acquisition comes under certain effective ways that should be taken into consideration for progressing. This chapter highlights on the importance of vocabulary acquisition. Finally, it sets how it is expanding through reading extensively.

2.1 Definition of vocabulary

Vocabulary is an important aspect in foreign language that grasps researchers' attention. According to Oxford dictionary vocabulary is " all the words in a language :new words are always coming into the vocabulary" and "all the words that somebody knows or that are used in particular book,subject,etc".So, vocabulary is every word we know or we attempt to know in specific language .Knowing vocabulary means understand and be understood. According to Hatch and Brown: "Vocabulary refers to a list or set of words that individual

speakers of a language might use". (Hatch & Brown, 1995: 01 as cited in Benettayeb, 2010:26).

2.1.1 Academic vocabulary: refers to great number of words that students and teachers use in learning/teaching language, such words are typically used for academic purposes eg: like in Psychology, it has its specific words that are related to psychology.

2.2 Definition of vocabulary acquisition

Vocabulary is a set of a number of known words that are mostly used in listening, reading, speaking, and writing. Another support derived from Hatch & Brown, 1995 as cited in, Richards 2000:01) States "Vocabulary refers to a list or set of words that individual speakers of a language might use" .EFL students do their best to develop their mental capacity that is occurs mostly from different texts types. "Vocabulary acquisition is the largest and most important task facing the language learner." (Swan &Walter 1984, as cited in Alemi & Tayebi 2011:02). In the same line, Beglar & Hunt, 2005:7 as cited in Lieb: 84 defines vocabulary as "Vocabulary acquisition is a crucial, and in some senses, the central component in successful foreign language acquisition".

2.2.1 Knowing words: What does it mean knowing a word? The answer of this question overhauls students' ability of grasping the meaning of encounter words, the definition, and the use of words in appropriate contexts. Nation, 2001:27 as cited in Larsson, 2014:02) goes directly to state a detailed explanation of what have been mentioned above of word form ,word meaning, word use. Each aspect refers to something specific:

-Word form refers to any structure the word takes either oral (speaking, listening), print (writing and reading), and word parts.

-Word meaning is divided into form and meaning, concepts and referents, and associations.

---Word use is divided into grammatical functions, Collocations and constraints on use

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in the word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concepts and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?

| | constraints on use (register, frequency) | R | Where, when, and how often would we expect to meet this word? |
| | | P | Where, when, and how often can we use this word? |

Table 2.3: what is involving in knowing a word? Nation (2001 as cited in Daller, 2010:04)

The table above clearly states the major categories of knowing a word that occupied scholars' attentions in the last few years. As it is mentioned above it starts by word form, the word meaning and the word use. The word form refers to the spoken and written knowledge   in either receptive or productive as well as word parts .Then, the knowledge of the meaning that this word refers to in relation to its form, concepts and referents, and associations (eg. what other words could we use instead of this one).Finally. the word use that proves the familiarity with the word and the level of application of the word knowledge in appropriate contexts. All the presented information explains the improbability of knowing words out of these three features.

2.2.1.1 Major categories of knowing a word: To have the ability of knowing words means you have to be able to recognize its major features .According to Nagy & Scott(2000 as cited in Mukoroli,2011:13) knowing a word refers to:

1. Literal meaning

2. Various connotations

3. Spelling

4. Derivations

5. Collocations

6. Frequency

7. Pronunciation

8. The sort of syntactic constructions into which it enters

9. The morphological options it offers a rich variety of semantic associates such as: synonyms, antonyms, homonyms.

2.2.1.2 Top principles of knowing a word

- Having the ability to recognise it in its spoken and written forms.

- Knowing its different meanings.

- Knowing its part of speech [eg. a noun, a verb]

- Being able to pronounce it properly

- Being able to use it correctly within a sentence in an appropriate grammatical form

- For technical words, recognizing it in context

- Being able to recognise different types of English e.g boot/trunk, lift/elevator [British/American].

2.2.2 Word meaning: Richards, 2000:23 refers to word meaning as level of knowing the relationship between a word and its referent.

2.2.3 Vocabulary dimensions: Krashen 1982 as cited in Rashidi ,2001:472 states two important features that should be provided in order to acquire

01- Students should be more exposure to enough comprehensible input

02- It is done in relaxed, stress -free atmosphere.

2.3 Types of vocabulary

Knowing vocabulary contains many important aspects students should know and remember and how much it is important to know the types of vocabulary when defining it (Elfreida and Micheal,2005: 03, as cited in Yahoui 2012:08)

2.3.1 Productive /Receptive distinction

A number of studies made a distinction between productive and receptive vocabulary in any language .In the case of English, Palmer, 1921:118; West, 1983; Crow, 1986 as cited in Nation, 2001:24) defines receptive and productive as "Receptive carries the idea that we

receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey messages to others". This explains productive as words that a person uses by himself whereas receptive are words we understand when others use .The term receptive refers to receptive skills as listening and reading.

In the other part, the term productive refers to productive skills such as: speaking and writing .In this respect, receptive vocabulary involves knowing the meaning of words when individuals listen or read. Through listening / reading we retrieve the meaning of words as we perceive its form.

Whereas, productive refers to production of appropriate spoken words and written the forms of words. The crucial idea of productive vocabulary is expressing meaningful thoughts, ideas through speaking and writing. There have been strong efforts to make synonyms of receptive and productive vocabulary according to (Meara, 1990a; Corson, 1995; Laufer 1998) receptive vocabulary is "passive" whereas productive is "active" .According to Corson (1995:44 as cited in Nation,2001) "Passive vocabulary includes the active vocabulary and three other kinds of vocabulary- words that are only partly known, low frequency words not readily available for use and words that are avoided in active use" .Moreover, vocabulary can be either oral or print .Oral is typically refers to words we recognize its meaning through speaking or reading loudly, however; print ones refers to words we recognize its meaning through writing and silent reading .Oral vocabularies which centered and uses mostly in listening and speaking and the other type is called literature /written vocabulary that is refers to vocabularies either in reading or writing skills .Via writing and speaking students express vocabularies whereas reading and listening is the use of receptive ones. Students usually learn to communicate through speaking and listening, and they need to translate this communication in order to

communicate also through reading and writing, but this cannot be useful without vocabulary. This graphic explains then greatest significance of vocabulary and how vocabulary overseas in the four basic skills, there is a close interrelated connection.
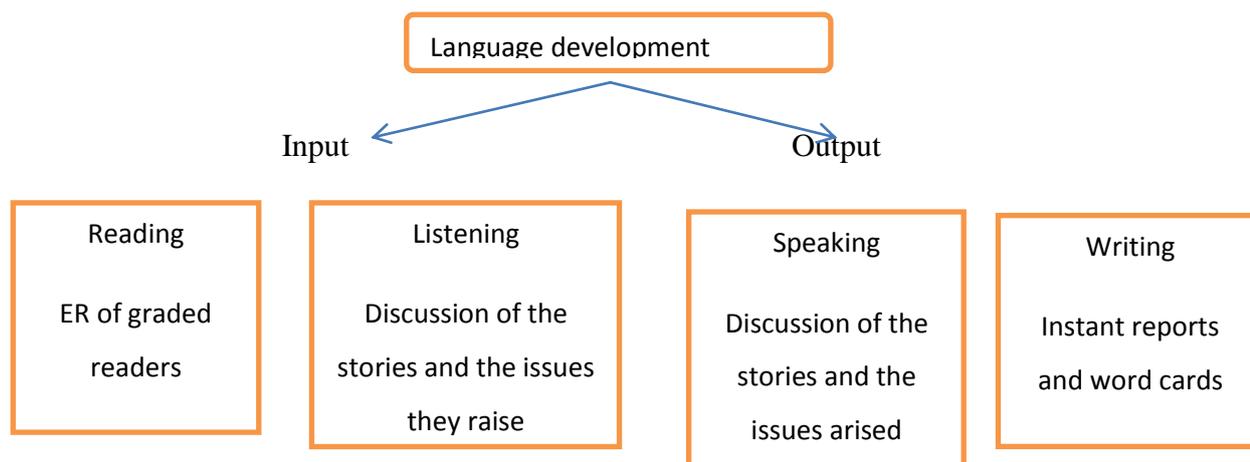
Figure 2.1: Language development (Rennancy, Piaja& Jacobs ,1991 as cited in Rosszell,2005:399)

The table signifies that second /foreign language development starting by developing the main skills which are: Reading that is typically the starting point to make progress of the rest three skills as: writing, speaking and listening. According to Waring: 06) extensive reading and graded readers sometimes means the same. This development relies on both input and output .The former transmits through reading graded readers extensively and listening. Whereas, speaking and writing are the skill that involve production of language input.

2.3.2 Breadth Vs Depth vocabulary

To become more aware of the term vocabulary you should know what we mean by depth and breadth. Firstly, according to to Qian (1999) and Folse (2004, as cited in Hunt &

Beglar, 2005 and Al-hammad, 2009:36) breadth refers to a range of words an individual knows in language and knowledge of those words. In the same line , depth refers to " the pronunciation, spelling, and various meanings of the word, the contexts in which it can be used, the frequency with which it is used, its various parts of speech and forms, prefixes and suffixes that can be used with them and how those change word meaning and use, and collocation.".

According to (Paribakht and Wesche, 1997 ,Qian , 2002 as cited in Rashidi, 2001:427)breadth or size refers to length of words a learner knows whereas depth is typically defines as how-well a learner knows words.

2.3.3 Incidental Vs Explicit learning

Incidental and explicit learning are two major approaches to vocabulary acquisition. Explicit refers to clear and careful learning with deep attention into information provided to be learned. According to Richards 2000: 120-121"Explicit acquisition focuses attention directly on the information to be learned, which gives the greatest chance for its acquisition ". Besides to this definition, Ellis 1994b:1 as cited in Vienna:25) explicit is typically defines as "more conscious operation where the individual makes and tests hypothesis in a search for structure .

Moreover, explicit vocabulary takes long time and needs more efforts for sufficient vocabulary size. In contrary, incidental acquisition focuses on using language for communicative purposes. Incidental acquisition is a gradual, planned process that follows certain organized steps which make it slower. According to (Richards 2000,ibid) the field of psychology gives the priority to explicit language learning: the manipulation, thoughts, the mental information.L1 researchers demonstrated that incidental learning is unconscious way students have faced, because they acquire vocabulary without attention and awareness either children or their parents who do not teach them vocabulary .So they acquire a

massive amount of input provided by their caregivers or motherese that allow them to inter the school at age of five. For that reason, vocabulary is inborn more than acquired in L1.

2.3.4 Implicit Vs incidental learning

Besides to the distinction above, the field of psychology states the current definition of implicit Vs incidental learning .Incidental is "learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning". Incidental is "unconscious" and "without intention". Gass (1992 as cited in Vienna:25) describes incidental as the" self – effect" and this describes an activity contains negligence of students 'role. Ellis (1994a:38 as cited in Vienna: 26) states" incidental vocabulary acquisition is non-explicit in so far as it does not involve an explicit learning attention". In contrary, Hulstijn defines implicit as "without teaching" and "without conscious instructions" because students direct their attention towards word meaning and the form.
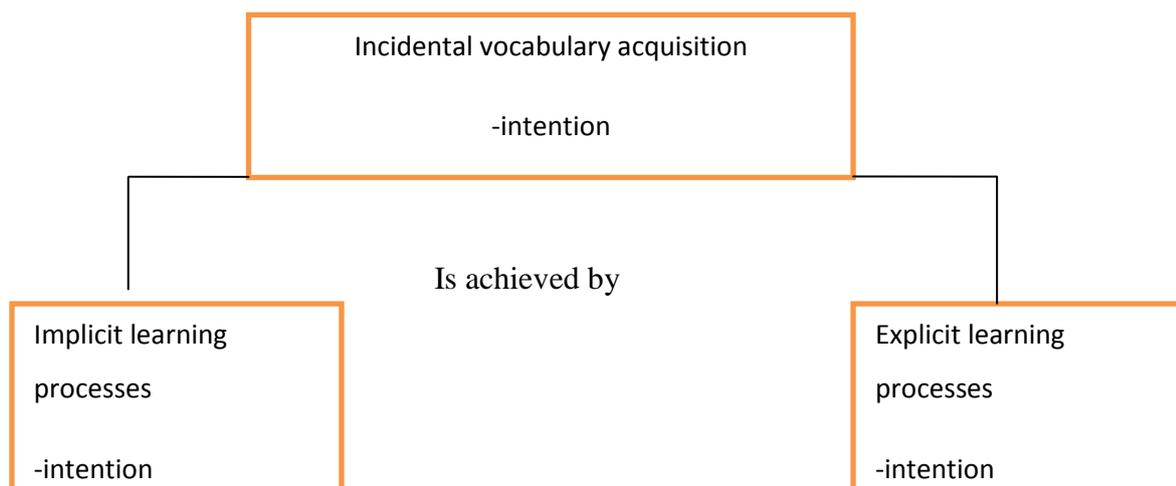
Figure2.2: Incidental vocabulary acquisition (Ellis (1994a:38 as cited in Vienna: 26).

This diagram explains that incidental vocabulary contains the two terms which are implicit /and explicit .Implicit as appears in this diagram occurs without attention (-) and awareness (-) of students whereas in explicit occurs without intention (-) but it involves awareness (+).

2.3.4.1Advantages of incidental vocabulary acquisition through extensive reading

When we speak about incidental vocabulary we totally speak about vocabulary through contexts that students mostly acquire by extensive reading. Incidental vocabulary has advantages results from extensive reading (Bahns and Eldan,1993 as cited in, Vienna:27):

1. Reading and learning occurs at the same time

2. Richer sense of a word is learned through contextualized input

3. Increases students' chances to get a feel for collocations and colligations that are not easily learned by students of English as foreign language.

2.3.4.1.1 Concepts of consciousness: The concept of consciousness defines by Schmidt in many ways in explicit and implicit learning**.** Schmidt (1990: 138-149, Ellis 1994: 38 as cited in Vienna: 27) consciousness defines as following:

1. Consciousness as intentionality (incidental Vs intentional)

2. Consciousness as a product of attention (attended Vs unattended)

3. Consciousness as awareness (learning with/without online awareness)

4. Consciousness as instruction (implicit Vs explicit)

5. Consciousness as control (implicit Vs explicit)

Intention

Consciousness ←——→ awareness
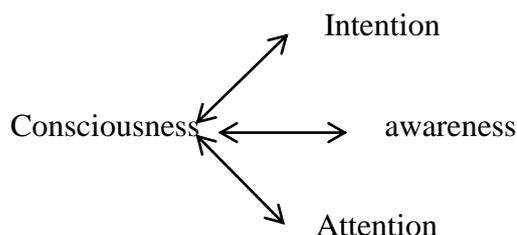
Attention

Figure 2.3: Definition of the concept consciousness.

The figure shows the different means of the term" consciousness" which refers to mental capacity that includes students' intention, awareness and attention towards vocabulary acquisition and learning process as well.

2.4 The effective way to increase one's vocabulary in foreign language

The idea of increasing one's knowledge relies on several effective steps (Throunburg 1988:22, as cited in Bouaouina 2010:43) to be followed:

1. *Observation*: by observation we refers to the eye –contact with different text types comprises different contexts where the unknown words are used.

2. *Imitation*: refers to students' appropriate use of encounter words through imitating the situations where they have been used.

3. *Repetition*: encounter words need to be repetitive several times as an effective practice of memorizing, grasping the correct and ideal pronunciation, and spelling.

2.5 The importance of vocabulary in foreign language

The importance of vocabulary is always continuous that teachers and students in need to possess. Beglar & Hunt (2005:7 as cited in Lieb: 85) state that "Vocabulary acquisition is a crucial, and in some senses, the central component in successful foreign language acquisition". As Daller (2010:14) "vocabulary is everywhere: it connects to the systems of phonology and orthography, morphology, syntax, grammar and to meaning systems". Long and Richards (2007:13) also explain that "vocabulary is the core component of all language skills ". Language comprises a number of words that are used by people in any language.

The use of words is evidence that the purpose wants to communicate, express ideas or thoughts, and convey messages are based greatly on vocabulary. So, vocabulary is so powerful in learning language either foreign/second or first language depends on words that are consider as the core of language and the four skills of reading, writing, listening, and learning. Lewis (1993:89, as cited in Lieb: 36) explain vocabulary as "Lexis is the core or heart of language".

Besides to this view, Nation (1997:06) state "vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use as soon". Nations' explain vocabulary acquisition as ongoing process in which students build their knowledge of that language he / she learns in academic settings easily correctly and well organized.

Before learning any new language EFL students should possess enough vocabulary size. Walker, Green wood, Hart and carta (1994 as cited in Ghanbari and Marzban, 2013: 33855) find that vocabulary is typically important in reading achievement. All in all, any language L1, L2 or foreign language composes from word, phrase, sentence, paragraph, texts ....etc. Therefore, because some of growing studies that support the significant role of

vocabulary not in foreign language but also in L1and L2; vocabulary being an international task that students and teachers as well aim to achieve through devoting time and much more practices. Moreover, there is a great distinguish between the significance of vocabulary and grammar in any language either native or second/foreign .Scholars asserted that learning grammar may occurs with much time and needs sufficient practice of learning and memorizing the basic roles that is universal with its exceptions.

In contrary, vocabulary is a daily practice that takes time to deal and understand whenever there are unfamiliar words. Acquiring vocabulary happens successfully when EFL students try always to re-write and re-use those words in their piece of writing or when they talk. Another states "Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean" (Nagy, 1998:2). Thus, limitation in students' vocabulary knowledge hinter their ability to communicate effectively.

It is taken for granted that vocabulary can lead the learners to be more confident in using the language. Students know very well that English language depends on vocabulary ,so they give it their priorities .The use of dictionaries that overspread among our students explain that students want to know words either unfamiliar or encounter. As Schmitt (2010:04) "students carry on around dictionaries and not grammar books".

Besides, anything in this life to be perfect and successful needs a plan. The same as vocabulary which is never been or will be a random process occurs whenever, and wherever, instead it is organized and gradual process needs EFL students to be disciplined, motivated to read for vocabulary. In the case of English, many studies have been conducted the significance of vocabularies. Obviously, students work hardly to acquire and rich vocabularies as much as they can because improving vocabulary means improving the

capacities and acceptances of learning new words. Nothing can be done and takes place in learning without knowing vocabularies, how to be used appropriately, its function and its meaning. However, words meaning changes according to the context.

There is a big shift from the importance of grammar into vocabulary since it is the first step to use and speak the language. Wilkins highlights on the importance of vocabulary in any new language more than grammar. He states "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Clearly, Wilkins strongly argue that nothing is important accept vocabulary in any new language we learn or acquire. If you spend most of your time studying grammar, your English will not improves very much. McCarthy (1990:222, as cited in Fageeh, 2011: 918) explains "vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners" in terms of learning and active language use".

2.6 Expanding vocabulary through extensive reading

Extensive reading and foreign language acquisition have a great attention. Studies on foreign language traced that the relationship between extensive reading and foreign language acquisition is interrelated relation. In particular, extensive reading is very essential component in language teaching that take students' attentions to learn English language, because English is usually used abroad outside the classrooms, international language that is uses in communication, in an academic fields and education. In fact, most studies on extensive reading based on showing how it helps in language development to acquire vocabulary. Implicitly, the greater benefit of extensive reading has always been realized in vocabulary.

Nuttal (1982, as cited in Robb & Susser, 1989) maintained that "an extensive reading program is the single most effective way of improving both vocabulary and reading skills

in general". EFL students enjoy reading in foreign language to develop their vocabulary. In order to understand how vocabulary is acquired by students through extensive reading, they must start learn how to read extensively. Moreover, Students improve their English by read widely and constantly, so they realize that by reading they become more confident and motivated English language readers. However, students when they read materials they are study the language and the text. Comprehension derived mostly from extensive reading of the material that they deal with.

Through extensive reading students read with fun and enjoyment. This encourages EFL students to avoid and ignore materials that are difficult and unsuitable. Vocabulary is indicator of power because it enables students to receive and perceive, so we believe that vocabulary knowledge is totally due to reading. No one can deny the fact that the more one reads the greatest vocabulary acquires. As Stoller and Grabe (1993:30) "vocabulary development must be viewed as both a cause and consequence of reading abilities has connected".

Students are the decision makers of the type of materials they choose, and design their reading materials. Students use extensive reading when they are influenced by their interests, needs, goals not others' illustrations and instructions. Students are looking for good things, materials, to read that quickly enhance their language proficiency, through checking, searching for what is more appropriate to their interests. It occurs out –of- class setting. Vocabulary, in turn, the latter plays a vital role in learning a foreign language. Communication in foreign language based on vocabulary for better communication. To achieve this goal, extensive reading has positive effect on EFL learners reading comprehension. Obviously, vocabulary are produced when we speak, we listen, we read, we write.

In other words, Writing, listening, reading, and speaking skills are meaningful through the language background the student has. The more text learners read, the more input they obtain. Communication cannot occurs without producing words and sentences as well as vocabularies .If students are unable to communicate because the lack of words or vocabularies; in this case no communication exist .In this respect, vocabulary is more important aspect in language teaching and learning than grammar. Students may face inner fears, frustrating when they deal with a new language which they ignore its vocabulary. In Algerian universities there is a total ignorance of teaching our students vocabulary since there in no specific vocabulary module in Algerian curriculum.

In fact, students make a lot of efforts to memorize the new words to establish vocabulary size in foreign language .It is certainly known that students vocabulary level growth when teachers keep always think on new techniques , methods to help students to memorize and learn words of this language as well as how to retrieve vocabulary. This negligence towards vocabulary let EFL students more liable to problems.

Dealing with words and vocabularies is not an easy task as it seems. On contrary, it is a quite challenge and complex task that needs more devoted time. It is not just the matter of knowing words, but it is how to use appropriate words in appropriate context with appropriate participants and under which circumstances. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!' Vocabularies used either inside classroom or out of classes. Vocabularies are different according to different fields. For example in business field the words or expressions that are used they are totally different than those are used in medicine. So, we can say that vocabulary is another global world than grammar.

Brassell (2008) argues that teachers know very well how vocabulary is important in order to learn any new language as well as they understand very well that techniques and

the way of transmit vocabulary is needed but unfortunately few of them make efforts to look for the best ways to follow to make students acquire vocabulary easily. So, extensive reading helps students to read with enjoyment in enjoyable atmosphere. The learner needs not only to learn a lot of words, but to remember them. In fact, learning is remembering.

There is a great relationship among vocabulary, reading, and comprehension ;students who are more exposed to read a great amount of materials their vocabulary knowledge get enrich easily and fluently, so the ability of using appropriate vocabulary in appropriate context in an evidence that students understand the meaning of their previous reading. In this respect, students with great vocabulary knowledge can easily understand new ideas fast and quickly than others with limited vocabulary knowledge. Students need to learn vocabulary per a year from 2.000 to 3.000 added to their vocabulary this able them to build and improves their vocabulary to get richer (Beck, McKeown & Kucan, 2002 as cited in Richards, 2000:02). Indeed, Students academic success and failure strongly depends on students 'vocabulary knowledge.

Conclusion

To conclude, the prominent role of vocabulary acquisition is known and universal in any language such as: foreign or second, or native language. The existence of language is needed to express, to inform, to exchange, and to communicate, but these cannot take place and success without acquiring vocabulary knowledge. Most significantly, vocabulary always describes as the supplier of language. The variety in language use means having the ability of manipulating words either familiar or unfamiliar. The capacity of communicating effectively and successfully is an evidence of vocabulary knowledge that one's acquires. The value of language realizes when one's has the ability to read extensively and extend his area of vocabulary knowledge.

Chapter 03

Teachers and students 'questionnaire (Field work)

Introduction

Any research design based on two main steps: the theoretical part which provides a review of the two main variables. In this chapter, we move from the theoretical part into practical one to elicit information. Because the nature of the study it is indispensable to elicit participants 'opinions about the research topic. For that reason, we choose the most effective procedure that enables us to elicit credible information from target informants which is questionnaire to have a brief description of both teachers and students' views. The questionnaire administers to two main variables of the study: Third year English students and teachers of English language at Mohamed Kheider University of Biskra.

3.1 The students 'questionnaire

3.1.1 The sample

Department of foreign languages consists more than two hundred students divided into ten groups combines males and female in Third year. For that reason, we select Third year LMD students at Mohamed kheider university of Biskra during the academic year 2015-2016 to be the sample of this study to diagnose their different perspectives about

extensive reading and vocabulary acquisition. Then, evaluate their awareness about the importance of the two variables. The choice bases on the fact that they spend three years learn English and are more exposed to language with its different modules.

3.1.2 Administration of the questionnaire

This questionnaire administers to Third year LMD students this takes place in April during the academic year 2015-2016 at Biskra university delivers to 40 students in language sciences branch. For more clarification the answers return at the same day in comfortable environment in classrooms. The questions are simple, and clear to understand to answer easily, there is no vagueness, complexity .Moreover; the volunteers are so interested about the research topic since it covers their global challenge in English as foreign language.

3.1.3 Description of the students' questionnaire

Third year students of English as foreign language receive a questionnaire consists 14 questions divided into two sections with different types of questions. There is an obvious combination of open-ended, closed-ended, and yes/no questions in the same questionnaire. Closed –ended questions have some specific answers where students supposed to tick the appropriate answer from a series of options that are given. However, open –ended questions aim to know students 'own answers, they have the chance to state their responses freely according to their point of view, and dichotomies (yes/no question).

The aim of designing questionnaire for EFL students is to seek students' attitudes, believes, thoughts, and even their suggestions to be taken into consideration about the

research topic as we attempt to recognize students' awareness about extensive reading in The English language .Second aim is to investigate their strengths, weaknesses in vocabulary and if they try to improve their current level or not.

Section One: Extensive reading in English as foreign language (Q01-Q06).

This section is complementary to what are mentioned in the theoretical part that deals with extensive reading .In this section we try to at least cover students' interests and attitudes towards reading in English to recognize their abilities of reading. This section is a combination of multiple questions aiming to investigate how the process of extensive reading occurs and how students' deal with reading extensively. In the same line, other questions are devoted to investigate the time that students devote to read and which kind of material they prefer to read. Whereas, another aims at eliciting students' opinions on their solicitude to what extent they enjoy reading and how reading in English can effectively develops their reading abilities. Moreover, the latter question tries to get whether students read extensively or intensively. The next last question investigates the teachers' advices towards reading on not.

Section two: Vocabulary Acquisition in English as Foreign Language (Q07-Q13)

Section two studies the second chapter that investigates vocabulary acquisition in English as foreign language. The objective of this section is to seek data about students' perspectives of vocabulary acquisition concerning its importance, and the techniques students' use to acquire vocabulary. The Coming questions aims to know the priority students' give to either vocabulary or grammar and whether they have the ability of

understanding words from contexts. In this section, we devote questions to explore students' attitudes towards the module that provides them with vocabulary and how the selective module give them this help and this ability and the latter question is open-ended that requests setting ideas freely. The last question makes a survey on EFL students wanting to include extensive reading approach in English curriculum. From these to devoted sections we attempts to cover students' insights into extensive reading and vocabulary acquisition.

3.1.4 Analysis of the results

Section one: Extensive reading in foreign language

Q01.How much time you spend reading per a weak?

Response	Participants	Percentage
From 02 to 04 hours	18	45%
From 05 to 08 hours	4	10%
More than 09 hours	3	7,50%
No hour	15	37,50%
Total	40	100%

Table3.4: The time spending in reading per a weak.

The aim of setting such question in to explore the time that students devote in reading per a weak help us to know if they are English language readers. Therefore, this table signifies that the majority of respondents 18 who refers to 45% spend from 02 to 04 hours reading which is normally the average time whereas the 55% divided into three other answers, about 38% state that they do not ever read or against reading, about 10% state that

they take from 05 to 07 hours read, and only 07% state their time more than 09 hours .In this graphic there is a small different between 45% and 38%.

Q02.What kind of reading materials you usually prefer to read?

Response	Participants	Percentage
Books	17	42%
Articles	9	23%
Poems	4	10%
Others	10	25%
Total	40	100%

Table 3.5: the most used material

Designing such question aims to highlights on the material students prefer to read from time to time or whenever they like. From tis table we can totally identify the kind students read. Books came first in the students' choices 42% indicates 17 respondents revel in reading books in English more than the rest, while 23% (09 respondents) prefer articles to be their means of reading in English since they are English students. Poems came third only 10% indicates 04 students choose it to be their preferred reading material or the most used one to them. The rest 25% gives to 10 students who do not state their answer from the list because they do not find their used material, so typically they state other missing kinds 07 respondents read Short stories, against 03 respondents read magazines and journals.

To sum up, the table makes us more aware about the kind of reading material that students read according to their purposes, interests, and needs and of course they do not have the same choice, and these observable in the table and diagram.

Q3.Do you enjoy reading in English?

Response	Participants	Percentage
Yes	32	80%
No	8	20%
Total	40	100%

Table3.6: Students' attitudes towards reading in English

This question tries to explain students attitudes towards their inside feeling when reading in English which is the feeling of enjoyment. The results in the table reveal that the majority of English students 80% enjoy reading extensively in English because it is extremely necessary to them. This 80% indicates 32 students share the same positive answer and attitude towards reading in English but this does not mean they share the same reasons or they have the same justifications.

Among 32 students 03 of them avoid giving their reasons maybe because their enjoyment cannot be justified, whereas 29 students give their reasons and they justify their choice differently. In this respect, there are some students define their enjoyment because reading enable them to develop their level of vocabulary knowledge, idioms, and

expressions, others describe reading in English as a way to improve language skills, styles, English language, knowledge. The most shared reason students' state is they love English.

Only 20% of students state their negative attitudes towards reading in English because it is not interesting to them. This negative answer is really severe for many reasons to justify this answer. First of all, enjoyment in English and specially reading is totally absent due to several reasons but the main reasons administer to teachers, according to them teachers in one section give them more than 07 handouts and this occurs with the rest teachers and modules which leads to the impossibility of having time to read any other kind accept handouts. For others reading needs time which they do not already have because the occupations with exams, tests, and of course handouts are the main. Another reason is due to their lack of understanding the encounter words so they avoid reading.

Q4. Reading extensively in English develops your reading abilities.

Response	Participants	Percentage
Very much	28	70%
Little	2	5%
Somehow	8	20%
Not really	2	5%
Total	40	100%

Table 3.7: Reading in English develops Reading abilities.

Extensive reading may improve students' abilities to develop their reading abilities of dealing with materials whatever these materials are either books or articles and so on. This table explains that more than half of students (70%) are strongly argue with the effectiveness of extensive reading in developing their reading abilities. Students who answered by "very much" strongly believe on the power of extensive reading in English as

foreign language. The other respondents, however, opt for the other choices with varying percentages. 20% indicates 08 students somehow believe on the development that extensive reading can achieve in reading abilities.

The rest 10% divided fifty-fifty i.e. 05% indicates 02 student s choose the option "little", whereas other 05% indicates the last 02 students. Students provide a variety of arguments and explanations of their selection, some abstained from giving their explanations, and others give some reasonable arguments as it develops their habit of reading because no one can deny that extensive reading is an approach to enrich language repertoire and vocabulary. But the remarkable think is the majority unable to state or link between the two extensive reading and reading abilities.

Q05. Do you read?

Response	Participants	Percentage
Extensively	20	50%
Intensively	20	50%
Total	40	100%

Table3.8: Type of reading

The education of knowing the types of reading that students follow can be somehow unknown .For that reason, in this table we observe the equivalence between the two choices 50% read extensively in English and the other 50% read intensively .In fact, this proves that students are cope with the two types of reading.

Q06. Do you think your teacher encourages you to read in English?

Response	Participants	Percentage
Yes	10	25%
No	30	75%

Total	40	100%

Table3.9: Students' attitudes towards teachers' motivation to read.

Reading is the core of development in the area of language that students should follow and which teachers should mostly consider it as a need for students to make progress and improvement. Teachers of English are more experienced on the great benefits extensive reading brings to language. For that we try to know whether teachers' provide their students with this advice or not. It is obvious that all of English students 75% agree that their teachers do not ever encourage them to read in English as foreign language although it is important and essential in the process of vocabulary acquisition. They state that their teachers do not advise them at all to read neither in English nor in any other language in order to enrich the level of vocabulary acquisition and increase their academic level and language knowledge as much as possible.

In contrary, only 25% agree positively that their English teachers always advise, and encourage them to read through giving them titles of books, magazines, articles, texts, and names of authors. Strong believe results from the majority of the respondents that there is no encouragement and motivations towards reading in English for acquiring vocabulary.

Section two: Vocabulary acquisition in English as foreign language.

Q07-Do you give importance to vocabulary in English as foreign language?

Response	Participants	Percentage
Very much	25	62%
Little	8	20%
Somehow	3	8%
Not really	4	10%
Total	40	100%

Table 3.10: The importance of vocabulary in English language

Vocabulary importance is known and needed in learning or acquiring any language native or second / foreign language. But this does not mean that all students' gives the importance to vocabulary in the same manner and for the same degree. 62% indicates 25 students that choice is" very much ""as they state some arguments to support their answer their arguments differ from one students to another some of them consider vocabulary as the only way that develops, improves ,and build language knowledge .Others state that language itself is series of vocabularies that students use in communication, expressing ideas ,thoughts ,and conveying messages.

Another arguments state that vocabulary is not just language but it refers to the existence of language skills such as reading, writing, speaking, and listening because language produces the both input that transmits through reading and listening and the second type is output that transmits through speaking and writing .Whereas, other three students state that language based on knowing vocabularies that develops their language knowledge of English.

Others state good reader is good speakers, whereas 20% (i,e.08 students) say little and they refer that to the lack of memorizing vocabularies so they do not work hardly to develop because they unable to remain English vocabularies, others give their importance fifty-fifty to both of grammar and vocabulary because they say knowing word without knowing grammatical rules such as :parts of language is meaningless.10% say not really and this because they are not interesting to know vocabularies. Unfortunately, from the 10% who select the term "not really" abstain for giving arguments.

Q08- Which technique you use mostly to learn vocabulary?

Response	Participants	Percentage
Note taking	12	30%
Dictionnaires	13	32%
Brainstorming	3	7%
Clustering	3	8%
Key words	5	13%
Re-using	4	10%
Others	0	0%
Total	40	100%

Table3.11: The most used technique in acquiring English vocabulary

The aim of designing this question is to identify the technique that students mostly rely on in acquiring vocabulary in English as foreign language. 32% choose dictionaries as a helpful way to acquire through looking for the meaning of the given word in dictionary. Moreover, 30% say that note taking is a way to acquire vocabulary while 13% of students say that key words help them to acquire vocabulary, against 10% says that the re-use of words in their pieces of writing is good way to help in acquiring vocabulary easily,

whereas 08% use either brainstorming or clustering. None of the respondents choose to state another technique for that the option "others" has no participant.

Q09-Which come first vocabulary or grammar?

Response	Participants	Percentage
vocabulary	39	97%
Grammar	1	3%
Total	40	100%

Table3.12: the position' vocabulary and grammar has in English language.

Any language in order to be learned / acquired and taught relies on vocabulary either output or input. And to be used well in appropriate contexts and to be meaningful it comes under certain rules students should know and sudy. The both are needed but the aim of setting this question is to which come first grammar or vocabulary. This table show that all students argue on the importance of vocabulary than grammar .97% strongly supports the importance that is given to vocabulary, against only 03% state grammar. The majority of students convinced about the great importance of vocabulary in foreign language and in the process of learning.

Q10-Do you have the ability of understanding the meaning of words whatever the context is?

Response	Participants	Percentage
Yes	18	45%
No	22	55%
Total	40	100%

Table3.13: The ability of understanding the encounter words

Students through reading a lot and through practicing reading can be able to recognize unfamiliar words' meanings fluently or they do not yielded this level of familiarity .In other words, the ability of understanding encounter words is impossible for the majority of 55% whereas 45% have this ability .One of the students who choose "yes" state the following: almost 90% I can easily understand encounter words whatever the contexts is this may be due to his /her self –confident or because of another reason.

Q11- which module enrich your vocabulary?

Pesponse	Participants	Percentage
Linguistic	2	5%
Theme and version	8	20%
Oral expression	16	40%
Theme and version+oral expression	7	17%
ESP	5	13%
Others	2	5%
Total	40	100%

Table3.14: the most essential module to acquire vocabulary

English language taught through designing different modules with specific curriculum and objectives. In this sense, EFL students study all these modules during his /her academic years that can notice adding or omitting some of them. A student dealing with those modules make the question of which the most module benefits their acquisition of vocabulary knowledge arises. This question illustrates the priorities that students give to those modules.

In addition, we notice that students appoint oral expression 50% as the most essential module .This explains the necessity of oral expression in English curriculum

during the academic years. Theme and version comes second (30%) although it includes recently in curriculum. But this module in this limited time can grasp and attract students' attentions. What comes late in the list is ESP (15%) in the students' choices, against 05% according to linguistics. But the most remarkable thing is no when answer out of the list for that there is no other module to state (00%).The following question will be more detailed.

Q12-How can the module you select above help you in acquiring vocabulary?

The selective module comes under certain beliefs and opinions on students' selection, for that we make this question an open-ended question that gives them the chance to state their arguments for gathering and analyzing .Students' arguments differ from one student to another depends on each on choice.

The arguments of the students are as following: The 50% state their arguments differently about oral expression module .For them its free section where no handouts exist, this module depends on discussion, exchanging ideas that is a way to cash, grasp, and acquire a word from this and that. One of those students state the following: Although I am a silent student, I cannot participate because I feel ashamed ,embarrassing , I hate talking in public but this module and the teacher knows how to break this fear into confident and let me talk so consequently I acquire from my classmates .

Opposite to this argument there are students describe oral module as a stage where they can speak freely, fluently ,they do not afraid of making mistakes as they like role plays this let them search of everything related to their title ,role so they acquire new vocabulary every time they perform something new. Others consider the objective of oral expression is the same objective they have which is to communicate in English as they consider oral expression as the only module that is really the most necessary and important

one in studying English .For theme and version the central idea is translation into Arabic is more helpful in acquiring vocabulary in English. Doing glossary in each section of the new words they acquired per a section builds, develops their vocabulary.

Moreover, Theme and version and oral expression for some students are linked, from theme and version module they acquire vocabulary from different texts types and they can easily use those words in oral expression and vice versa. ESP deals with different fields or domains such as: Architects, Medicine, Business, and Technology and through each discussed domain there are always vocabularies acquired. Against 05% states Linguistic without any justification. The rest 05% states written expression module for them writing essays and paragraphs makes them search about the topic so consequently they acquire vocabulary.

Q13-Do you think that EFL curriculum needs to include extensive reading approach?

Response	Participants	Percentage
Yes	37	92%
No	3	8%
Total	40	100%

Table 3.15: EFL students' attitudes towards including extensive reading approach in English curriculum.

The question aims to elicit information about extensive reading role in foreign language in acquiring vocabulary. For that we keep the question of implementing extensive reading approach in English language curriculum needed or not. This question at the same time aims to know if the previous questions explain the importance of extensive reading that students should know and support.

In this table most EFL students strongly argue with the necessity of having like this program at Algerian Universities because of the greatest outcomes that will be deduced. Only 08% state that having such program according to them is not necessary and needed.

3.2Teachers' questionnaire

3.2.1- The Sample

Discussing such research topic cannot be done without administer questionnaire to the most acknowledgeable and professionals teachers .For that reason, we design this questionnaire to 10 teachers who teach modules of oral and written expression before or they still teach third year English students. The participants are selected randomly according to their carrier.

The questionnaire was given to teachers who have a carrier in teaching English more than 07 years. As we know English language teachers do not teach one module but they teach various modules at the same time and this gives a great help since they occupied both modules .Their answers, suggestions, perspectives was reliable according to their direct contact with their students 'level in vocabulary.

3.2.2 Administration of the questionnaire

This questionnaire administers to EFL teachers that take place during the academic year 2015-2016 at Biskra university delivers to 10 teachers who teach written and oral modules to Third year students in language sciences branch. The questions are simple, and clear to understand to answer easily, there is no vagueness, complexity .Moreover; the volunteers are so interested about the research topic since it covers their global challenge in English as foreign language.

3.2.3 Description of the questionnaire

Teachers 'questionnaire consists 12 questions divided into two sections. We make combination of close-ended questions where participants supposed to tick the appropriate answer in the space provided where there is no chance to state another answer, open ended questions where there have the chances to state their answer freely and yes/no. This questionnaire is given to English teachers.

3.2.4 Analysis of the results

Section one consists of two questions aims to know teachers' carrier in teaching English in general and third year in particular at Mohamed kheider university of Biskra. Section two contains questions in order to seek for teachers 'attitudes, opinions towards students' vocabulary knowledge whether it is develops gradually or not and about students current level of vocabulary. The coming questions looks for whether teachers encourage the students to read or not, whereas, there are other questions describe how students deal with unfamiliar words while reading and who teachers react when students face these challenges Complementary to students' questionnaire we administer the same question for teachers and the same question is students questionnaire about the type of reading that students use. Whereas others question relates to extensive reading and how they encourage the students to read extensively. Finally, the last question states how extensive reading can be taught in Algerian universities.

Q1- How many years have you been teaching English at Mohamed khieder university of Biskra?

Response	Participants	Percentage
02 years	1	10%
06 years	1	10%
07 years	2	20%
08 years	1	10%
09 years	5	50%
Total	10	100%

Table 3.16: Teaching English as foreign language at Mohamed kheider university of Biskra.

The aim of setting such question is to know teachers' carries in teaching English language at English department.The 50% indicates the experienced teachers who spend 09 years at department of foreign languages teaching English. In this figure we notice that 50% takes great place in this figure .Whereas the rest 50% divided as following: 20% refers to 07 years' experience of 02 teachers whereas the 30% indicates 03 teachers.

Q2-For how long you teach Third year English students at Mohamed khieder university of Biskra?

Response	Participants	Percentage
06 years	7	70%
04 years	3	30%
Total	10	100%

Table 3.17: Teaching Third year students of English as foreign language at Mohamed kheider university of Biskra.

Complementary to question one about teachers' carries in teaching English. We design this question to know exactly the carrier in teaching Third year LMD students at English department. The results shows 70% indicates experienced teachers who teach Third year LMD students either written expression or oral expression for six years, against 30% indicates beginners who teach for four years.

Q03- According to your experience in teaching, do you think that the level of third year LMD students develops?

Response	Participants	Percentage
Yes	3	30%
No	7	70%
Total	10	100%

Table 3.18: Teachers 'attitudes towards students' vocabulary level.

Teachers are experienced in teaching, and that allows them to cover students' levels of vocabulary during these years from generation to another. The observable results indicate that 70% admit that their students level of vocabulary does not develop improve or

even they try. The rest 30% argue strongly with the view indicates that the level of vocabulary develops slowly but they insist on the improvement that students achieve.

Q4-Do you encourage your students to read in English?

Response	Participants	Percentage
Always	5	50%
Rarely	0	0%
Little	0	0%
Sometimes	2	20%
Never	0	0%
If necessary	3	30%
Total	10	100%

Table3.19: Teachers encourage students to read in English.

This question is the same question we address in students' questionnaire. The aim of addressing it is to elicit teachers' multiple opinions about whether they encourage students to read in English. Analysing the question shows that the majority of teachers encourage reading and this seems that these teachers consider reading in English important and interesting that should be one of students' priorities. However, 30% states that their encouragement is given if necessary which means when it should be given, against 20% choose the term "sometimes" and this indicates that also teachers do not pay attention to encouraging reading among EFL students. Where the rest no respondents arises.

Q05- Do you think that students 'current level in English language is?

Response	Participants	Percentage
Good	**8**	80%
Bad	0	00%
Average	2	20%
Needs more time	0	00%
Total	10	100%

Table 3.20: Students' level of English language.

This question aims to stick the attitudes towards students' possibilities of making progress in language and how teachers see this possibility. 80% reflects the majority of teachers argue strongly with the idea that students' level in English language in general is average, whereas 20% state they need more time.

Please, According to you what is /are the reason(s)?

In fact, teachers explain that this average level deduced from the lack of reading and this what students normally should to do. As the lack of listening to native speakers, avoiding talking in English outside of classrooms as they refers that to their entire interesting on working for graded not for acquiring language for that they do not read at home. Whereas, others say this because they do not have tendency to rely on their teachers in their learning; they are not enough autonomous and do not try to extend their vocabulary and their knowledge out of the class. As they consider handouts enough and they do not try to make researches or practice at home and they do not read at all. The main idea that all respondents are with is the lack of reading.

Q6- When the students encounter unknown words, they:

Response	Participants	Percentage
Ignore them	1	10%
Ask a peer	1	10%
Ask you	1	10%
Look up in dictinary	2	20%
All of them	5	50%
Total	10	100%

Table 3.21: Students 'attitudes towards encounter words.

In fact, students may face difficulties during extensive reading process. For that we aim at investigating the ways' students use in encountering words while reading. The results point out that the half of the respondents (50%) of students dealing with encounter or unfamiliar words either through ignoring them and, asking teachers, asking peers or they rely on dictionaries and these what they mostly rely on and use. Therefore, 30% is divided equally among ignoring them, ask a peer, ask you 10% for each selected term. The rest 20% claims that students prefer to come back to dictionaries and nothing else.

Q07- If your students ask you the meaning of words in class, do you:

Response	Participants	Percentage
Give definition	1	10%
Put in contexts	0	00%
Give synonyms/opposite	0	00%
Give definition+ synonymes/ opposite	4	40%
All of them	5	50%
Total	10	100%

Table 3.22: The technique teachers use to explain the meaning of words.

The previous question seeks for the techniques students use in encountering words and this question is complementary that seeks for the techniques teachers' use. Through analysing teachers' answers we find that they mostly (50%) provide students by definitions to help them in grasping the meaning of words to understand and even acquire, remember the words for using it in their pieces of writing or when they talk, however,50% firstly give definition for make the words understandable, the next step is stating the synonyms or the opposite of the provided words and these to enable them to use them appropriately in meaningful sentences of their own. Whereas 40% indicates teachers who prefer to give definition of used followed by its synonyms or opposites .Whereas 10% answer with the term" give definitions "for seek of clarity.

Q08- Do you encourage students to read extensively through:

Response	Participants	Percentage
Setting the benefits of extensive reading	5	50%
Telling facts about extensive reading	5	50%
Total	10	100%

Table 3.23: Teachers' knowledge about extensive reading.

In order to encourage the necessity of extensive reading in EFL classes to EFL students it must be mainly depends upon certain rules for that we devote this question to know though what this process of encouragement happens. The results extremely indicate that teachers' answers are equal 50% for each term. This point out that students practice the both approaches extensive and intensive as an effective approach to read and acquiring vocabulary in foreign language to extend language knowledge.

How you know that?

Unfortunately 03 of teachers do not state any justification because they so not know the difference and the meaning of each item. Other state that knowing which procedure in used is simply by asking them if they read extra books/stories for pleasure or learning and their answer automatically will be no. Because they claim that students just read when they are obliged to through having homework for example. Another respondent state that extensive reading can be recognizes through the variation in language, many facts are given about the topic, working with ideas, their language ,however for intensive reading it is recognizes through simplicity in sentences ,the structure of sentences ,repetitive ideas. In addition, the same sentences are used differently for the same point or the same idea,

relying on translation which means think in Arabic and write in English is an evidence of lacking knowledge.

Q09-Classify which module provides vocabulary to students?

Response	Grade	Participants	Percentage
Written expression	3	1	10%
ESP	2	4	40%
Oral expression	1	4	40%
Theme and version	4	1	10%
Total		10	100%

Table 3.24: the order of modules from the most important to less important.

The same question administer to students and teachers have the same answer that makes oral expression module one of the most important modules that students may acquire vocabulary to be successful foreign language learner (40%) and tis makes it comes first. ESP comes second with the same percentage 40% because the objectives of this module covers different fields and also and Orel expression gets the same percentage of students' interests and priorities. What comes third is written expression 10% because it is complementary to ESP where students grasps words to re-use them in their pieces of writing and for that reason it comes after it. The last module is theme and version 10% see that this new module in beneficial in order to acquire vocabulary.

Q10- If you have an opportunity to read extensively, which advice you will state?

Response	Participants	Percentage
Read books	3	40%
Read articles	1	20%
Read stories	1	10%
Search on the net	1	10%
Total	10	100%

Table3.25: Teachers' advices to read.

Because the importance and the benefits of books make teachers advice and encourage students to read extensively the interesting ones at their appropriate level. We highlight on the kind of advice teachers' set to students. This table signifies that books are the most used reference or material students should rely on and focus on to develop both language and enrich vocabulary. For articles some of respondents select this option among the rest for students as the more effective one. The rest choose stories and internet through webpages, Encyclopedia, electronic sources and so on but the key condition is be selective.

Conclusion

To conclude, teachers' questionnaire is complementary to students' questionnaire because here the area of the interest in shared by both of them about extensive reading and vocabulary acquisition. In this chapter we totally build the knowledge of teachers' perspectives towards the research topic and the students' level. In addition, it appears that teachers' attitudes towards students level deduced from their observation of their graded and their academic achievements.

Collecting and analyzing students' questionnaire help us to obtain statistics about students' attitudes, beliefs, and opinions about vocabulary acquisition and whether they read freely or they read only when they are obliged to as it results from questionnaire 'analysis. It has been taken for granted that students' aims growth around the circle of acquiring vocabulary to survive from language challenges and difficulties that are arises.It provides many facts, views, and students' different perspectives about extensive reading and vocabulary acquisition. This is a small attempt to know how students view their study, and their level through highlighting on their assumptions, and their suggestions. In this chapter we typically recognize students' attitudes towards vocabulary and extensive reading. Students' different suggestions state how vocabulary is important and how extensive reading plays a vital role in this importance. Through stating some questions we at least know little about our students' tendency.The analysis clarifies the most acceptable questions that involve students, against other questions that students clearly state their negativity.

Both teachers and students are aware about the same issue of vocabulary that students face nowadays. As they state their thoughts about the solutions to reduce the arises issue through devoting times for reading that takes place in libraries with interesting,

easy, important books. The common belief is implementing extensive reading program in

Algerian universities.

General conclusion

In the present research we attempt to investigate the impacts of extensive reading on students' vocabulary acquisition in English as second / foreign language. It tries also to find whether implementing extensive reading in EFL settings meet the students and teachers' interests and objectives in teaching / learning English language vocabulary. Also, in this provided study the application of extensive reading to promote' student vocabulary and language is needed and students always in need to benefit from extensive reading.

The great experimental researches and studies that are conducted in the area of extensive reading states clearly its benefits, importance, role, and the necessity of such approach. Extensive reading area of benefits cannot be calculated. The awareness of extensive reading is somehow unknown for teachers and students since it is not under discussion in Algerian Universities

Designing questionnaire to teachers and students help to collect data for analyzing. It finds that teachers and students are away from extensive reading' angles such as: its role, its benefits, its impact, and even its meaning. For that, both of them share the some vague of extensive reading. The majority of teachers and students argue of the necessity of implementing extensive reading in Algerian universities by setting libraries that contains interesting, easy, graded readers that students enjoy to read in comfortable area. They totally prefer texts and books that attract students, and suit their levels with different ages and ethnic background.

Conducting this study enhances the level of awareness about the over ended benefits of reading extensively with organized techniques and principles that leads to proficiency if it happens and implemented well and correctly. The findings show that students do not succeed in acquiring vocabulary from reading.

This obtains results help students to pay more attention to reading extensively, and work hardly to improve the level of vocabulary that improves scores and grades to achieve success and proficiency. From conducting this study we become totally aware about the necessity of reading extensively all what is interested and easy to understand because we know that the umbrella to develop in other skills and language fields is extensive reading. Therefore, the benefits of extensive reading cannot be calculated and measure because extensive reading stills the core of language development in any discipline.

The interpretation of the findings shows that the reality of the necessity of implementing extensive reading and students current view on reading is somehow different

Recommendations

For teachers

1. Teachers should be aware on the power of extensive reading in language in general and in vocabulary in particular.

2. Teachers should always provide their students with different books titles, and authors of the most interesting books.

3. Teachers should from time to time devote lecture for reading stories, articles, and journals in classroom which involve students to exchange opinions, to suggest, and to judge that helps students to successfully know how to deal with different texts and questions.

For students

1. Improving English level goes handing hand with knowing its vocabulary.

2. Extensive reading encourages independence and develops reading habits.

3. Reading is always needed in learning or acquiring any language.

4. Extensive reading exposed students to vocabulary acquisition and development in the area of language.

5. Reading different materials such as graded readers' improve language proficiency in writing and speaking mostly.

Students 'questionnaire

The following questionnaire is a part of a study that investigates the impacts of extensive reading on EFL students' vocabulary acquisition .The answers will provide a great help .For each item, please tick the appropriate box in the space provided.

Thank you in advance

Section one: Extensive reading

Q01-How much time you spend reading per a weak?

-02 to 04 hours

-05 to 08 hours

-More than 09 hours

-No hour

Q02- What kind of reading materials you usually read?

-Books

-Articles

-Poems

-Others

*……………………………………………………………………………………..

*……………………………………………………………………………………..

*……………………………………………………………………………………..

Q03- Do you enjoy reading in English language?

-Yes ☐

-No ☐

Justify

*……………………………………………………………………………………………

*………………………………………………………………………………………………

*…………………………………………………………………………………………………..

*…………………………………………………………………………………………………

Q04-Reading in English develops your reading abilities :

-Very much ☐

-Little ☐

-Somehow ☐

-Not really ☐

How?

*……………………………………………………………………………………………..

*……………………………………………………………………………………………

*…………………………………………………………………………………………………

Q05- Do you read?

-Extensively ☐

-Intensively ☐

: Vocabulary acquisition

Q06-Do you give importance to vocabulary?

-Very much

-Little

-Somehow

-Not really

Please justify your answer

*………………………………………………………………………………………………

*………………………………………………………………………………………………

*……………………………………………………………………………………………….

Q07-Which technique you use mostly to learn vocabulary?

-Note taking

-Dictionaries

-Brainstorming

-Clustering

-Key words

-Re-using in written expression

　　Others:

*……………………………………………………………………………………………….

Q08- Which come first vocabulary or grammar?

-Vocabulary

-Grammar

Q09-Do you think your teacher encourages you to read?

-yes

-No

Through what?

……………………………………………………………………………………..…

……………………………………………………………………………………..*……

………………………………………………………………………………………

Q10-Do you have the ability of understanding the meaning of words whatever the context

is?

-Yes

-No

Q11-which module enrich your vocabulary?

-Linguistics

-ESP

-Oral expression

-Theme and version

   Others

*……………………………………………………………………………………………

*……………………………………………………………………………………

Q12- How can a module that you select above enhance your vocabulary knowledge?

*……………………………………………………………………………………………….

*……………………………………………………………………………………………

*……………………………………………………………………………………………

Q13- Do you think EFL curriculum needs to include extensive reading approach.

-Yes

-No

Teachers' Questionnaire

Dear teachers,

The following questionnaire is part of a research work that investigates extensive reading on students' vocabulary acquisition. Your answers will be of great help for the research.

Would you, please, tick the appropriate box and make statements whenever required.

Thank you in advance

Section one: Teaching experience

1- How many years have you been teaching?

.... years.

02-For how long you teach third year English   in Mohamed kheider university of Biskra ?

.... years.

03- According to your experience in teaching, do you think that the level of third year students increases from first year till now?

-Yes ☐

-No ☐

04-Do you encourage your students to read in English?

-Always ☐

-Sometimes ☐

-Rarely ☐

-If Necessary ☐

-Never ☐

05- Do you think that students' current level in English language is?

-Good ☐

-bad ☐

-Average ☐

-Needs more time ☐

Please, According to you .what is / are the reason(s)?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………….

06-When you read students' piece of writing /Listen to their speech, do you think that their

vocabulary is:

-Rich ☐

-Poor ☐

07-When the students encounter unknown words, they:

· Ignore them ☐

· Ask a peer ☐

· Ask you ☐

· Look them up in a dictionary ☐

-Mention others

*………………………………………………………………………

*………………………………………………………………………....

*………………………………………………………………………..

08-If your students ask you about the meaning of words in class, you:

· Give a translation ☐

· Give a definition ☐

· Put them in context ☐

· Give a synonym / opposite ☐

Mention others:

*………………………………………………………………………………………….

*…………………………………………………………………………………………

*…………………………………………………………………………………………

*………………………………………………………………………………………..

09-Do you encourage students to read extensively through:

-Setting the benefits of extensive reading ☐

-Telling them facts about extensive reading ☐

10- Do you think that EFL student reads?

-Extensively ☐

-Intensively ☐

  How you can recognize this?

.*…………………………………………………………………………………………

*…………………………………………………………………………………………

*…………………………………………………………………………………………

*………………………………………………………………………………………

11-How can reading be taught in Algerian universities?

*…………………………………………………………………………………………

*…………………………………………………………………………………………

*…………………………………………………………………………………………

12-Classify which module Provides vocabulary to students?

-Linguistics ☐

-ESP ☐

-Oral expression ☐

-Theme and version ☐

- Written expression ☐

13-If you have an opportunity to advise your students to read .which advice will you give?

-Read books ☐

-Search on internet ☐

-Read articles ☐

-Read stories ☐

Others:

*………………………………………………………………………………………

*………………………………………………………………………………………

*………………………………………………………………………………………

*……………………………………………………………………………………..

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